DOCUMENT RESUME

ED 166 721 CS 204 710

TITLE The Purpose and Objectives for English Language Arts: Grades Kindergarten through Twelve. DS Manual 2420.1.
INSTITUTION Dependents Schools (DOD), Washington, D.C.
PUB DATE 27 May 77
NOTE 31p.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Behavioral Objectives; *Educational Objectives; Elementary Secondary Education; *English Instruction; *Language Arts; Listening; Reading; Speaking; Writing

ABSTRACT

This booklet identifies the learner competencies expected of students with varying linguistic abilities attending Department of Defense Dependents Schools throughout the world. The statements are banded in segments of kindergarten through grade four, grade five through grade eight, and grade nine through grade twelve. Both instructional objectives and more detailed enabling, or enroute, objectives are listed within the banded segments for the four broad program objectives of listening, speaking, reading, and writing. (RL)

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DS Manual 2420.1
May 27, 1977

ED166721

THE PURPOSE AND OBJECTIVES FOR ENGLISH LANGUAGE ARTS

GRADES KINDERGARTEN THROUGH TWELVE

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DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

THE PURPOSE FOR ENGLISH LANGUAGE ARTS

Active and full participation in the community of language through listening, speaking, reading, and writing to explore and discover oneself, to explore and discover the world outside oneself, and to communicate with that world

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FOREWORD

English language arts is an essential part of the curriculum. Objectives for English language arts, grades kindergarten through 12, set the direction for the program offered by the Department of Defense Dependents Schools.

The application of these objectives is intended to provide and to stimulate leadership and creative teaching by defining student outcomes which should result from the study of English language arts. The staff of the Office of Dependents Schools, in close partnership with regional educators, parents, students, and the military community, is working to make the purpose and objectives for English language arts, as established by Dependents Schools Manual 2420.1, May 27, 1977, a continuing part of the changing pattern of education in the Department of Defense Dependents Schools.

Anthony Cardinale

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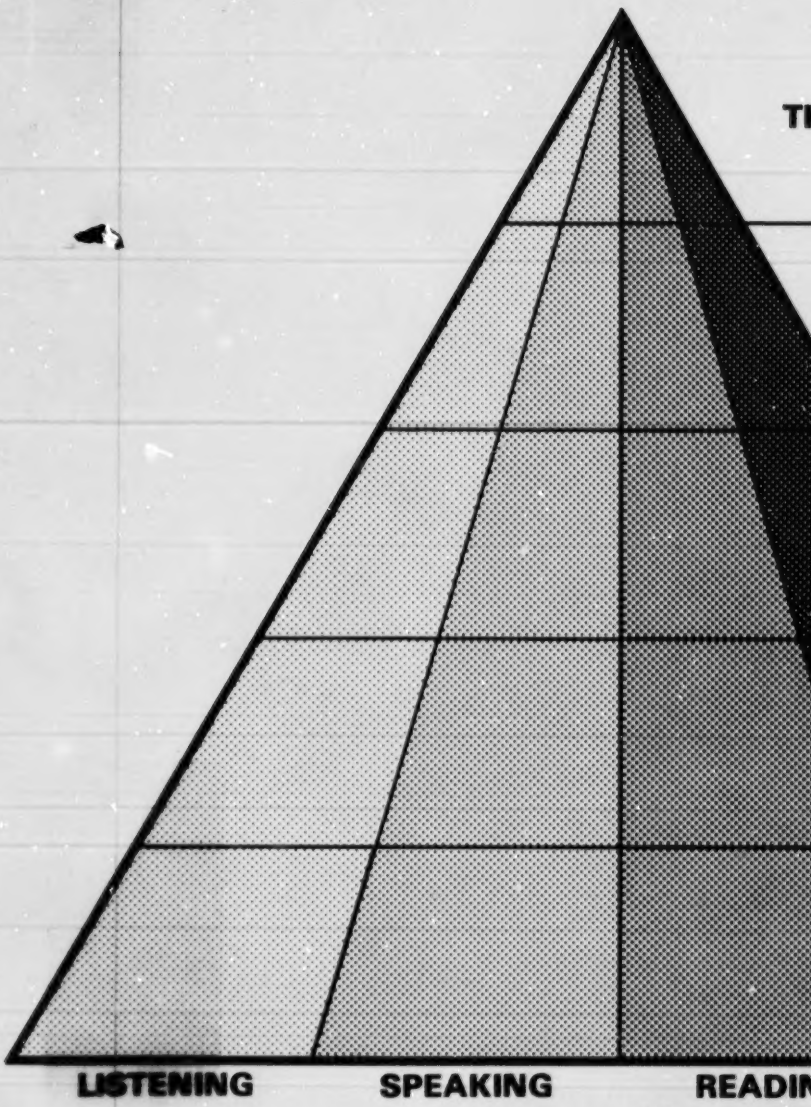
Director
Department of Defense Dependents Schools

INTRODUCTION

Language is human behavior acquired in the individual's environment and developed by communication with society. Thus, language is primarily the spoken language; the written language is the representation of oral language. Language constantly changes in vocabulary, in meaning, and in usage. Such change is necessary and desirable. Consequently, correctness in language is determined by usage, and usage itself depends upon time, place, and circumstance. It is upon these tenets of contemporary linguistic science that the DoDDS objectives in English language arts are based.

This document reflects learner competencies to be expected of students of widely varying linguistic abilities attending Department of Defense Dependents Schools (DoDDS) throughout the world. Thus, the statements of these competencies are necessarily broad in scope. Moreover, these statements are banded in segments of kindergarten through grade four, grade five through grade eight, and grade nine through grade twelve, in accordance with the banding of National Assessment of Educational Progress for evaluation purposes. It is the responsibility of regions and schools to develop both enabling objectives for grade levels and courses and, ultimately, curriculum guides. The hierarchy of English language arts purpose and objectives for DoDDS students is shown by chart number 1.

The objectives for English language arts are based upon the educational philosophy of the Department of Defense Dependents Schools as expressed in the document entitled *Educational Philosophy Statement and General Objectives*. Educators, parents, students, and the military community have contributed suggestions for the revision of the draft English language arts document. This document was based on those contributions and was developed by the DoDDS English Language Arts Task Group for systemwide use as a part of the DoDDS Five-Year Curriculum Review Plan.



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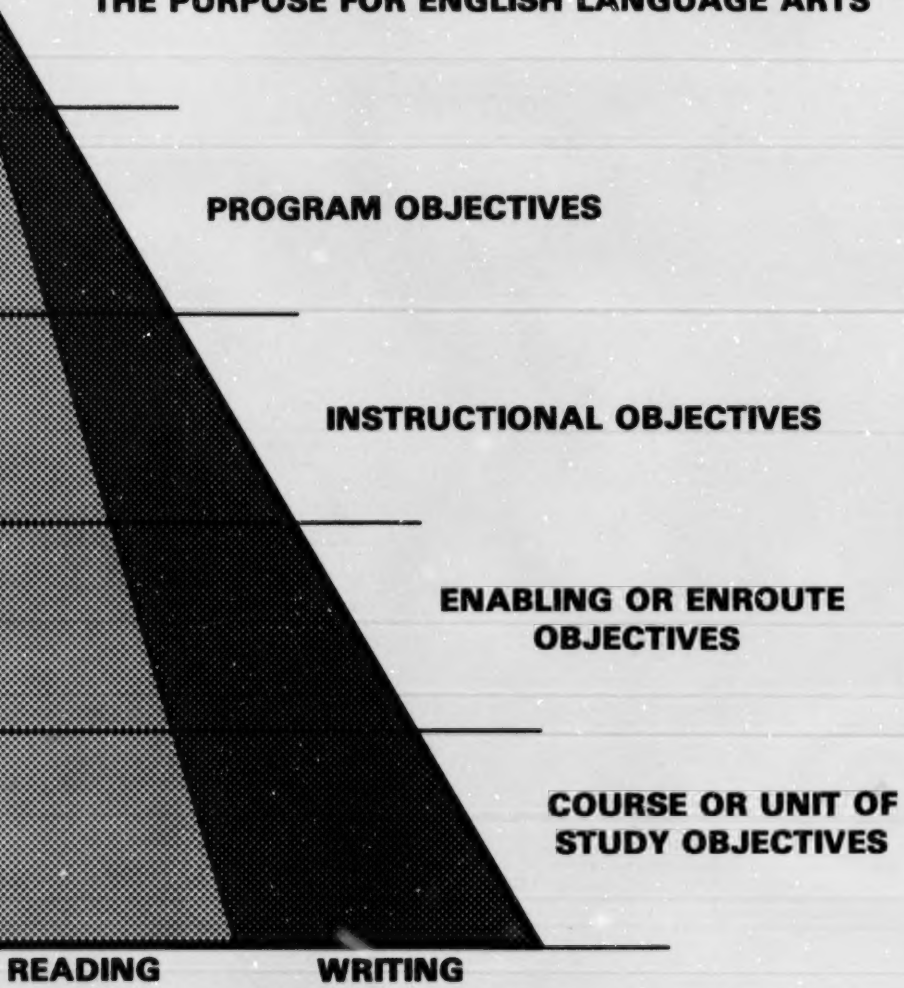
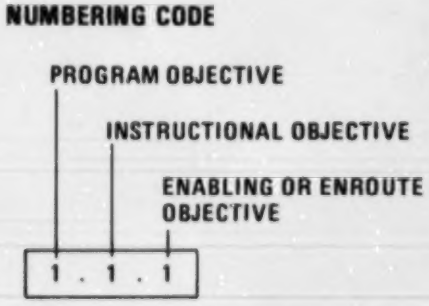
and Objectives for Department of



nd Hierarchy of English Language Arts Purpose
ment of Defense Dependents Schools Students

NUMBERING CODE USED WITH OBJECTIVES:

The numbering code indicates the level of the objective. All objectives that begin with the number 1 are objectives for the language arts area of listening (which is 1.). Those objectives that begin with the number 2 are for speaking (which is 2.). Objectives that begin with the number 3 are objectives for reading (which is 3.) and those that begin with the number 4 are objectives for writing (which is 4.). There is a program objective for each of the four identified language arts areas in this document. The second group of numbers indicates an instructional objective (for example, 1.1, 2.1, 3.1, 4.1) for each of the language arts areas. The last number of the group of numbers in the numbering code indicates an enabling or enroute objective (for example, 1.1.1, 2.1.1, 3.1.1, 4.1.1). The enabling or enroute objective is more detailed than the instructional program objective since it is stated for each of the three grade bands of K-4, 5-8 and 9-12.



The number code is used primarily for the easy identification of objectives; the correlation of objectives with textbook and instructional materials; and for the relation of evaluation and test items to objectives.

Course or unit of study objectives are not included in this document. The course or unit of study objectives are to be developed at the regional and local school level. These later documents will include statements of objectives for each grade level or course unit offering.

LISTENING

1. The learner should comprehend spoken standard American English.

	K-4	5-8	9-12
1.1.	**The learner** should understand factual information received auditorily.		
	1.1.1. **The learner** should answer factual questions based upon an oral presentation.	1.1.2. The learner should select from a list of details the specific ones that were taken from the content of an oral presentation.	1.1.3. The learner should recall and cite (in oral or written form) specific details dealing with a given oral communication.
1.2.	**The learner** should organize information received auditorily.		
	1.2.1. **The learner** should follow directions received auditorily.	1.2.2. The learner should relate the main idea and details of information received auditorily.	1.2.3. The learner should summarize in speech or writing information received auditorily.
1.3.	**The learner** should make inferences about information received auditorily.		
	1.3.1. **The learner** should, after listening to others, tell about the ideas and feelings expressed.	1.3.2. The learner should desginate orally or in writing an appropriate conclusion to a series of statements presented orally.	1.3.3. The learner should identify implicit assumptions in an oral presentation.
1.4.	**The learner** should evaluate and make critical judgments about information received auditorily.		
	1.4.1. **The learner** should identify and distinguish between realism and fantasy in an oral presentation.	1.4.2. The learner should identify and differentiate between statements of fact and statements of opinion in an oral communication.	1.4.3. The learner should record statements or phrases which qualify as propaganda techniques and name the techniques used in an oral communication.

	K-4	5-8	9-12
1.5.	**The learner should exhibit a positive attitude toward listening.**		
1.5.1.	The learner should choose to listen to various forms of literature.	1.5.2. The learner should listen to ideas of others expressed in conversations or discussions.	1.5.3. The learner should value beautiful and unusual patterns of speech.
1.6.	**The learner should value the relationship of language to personal, group, and cultural identity.**		
1.6.1.	The learner should appreciate dialectal elements of vocabulary, structure, and pronunciation which differ from the learner's own.	1.6.2. The learner should recognize those words, phrases, and acronyms which are included in the language of the military and of the local environment.	1.6.3. The learner should choose words or phrases categorized as formal, standard, non-standard, colloquial or slang to suit the learner's purpose.

SPEAKING

2. The learner should communicate orally in a variety of situations.

K-4	5-8	9-12
2.1. The learner should produce clearly articulated comprehendible speech.		
2.1.1. The learner should pronounce American phonemes.	2.1.2. The learner should use appropriate pitch, rate, stress, phraseology, and juncture.	2.1.3. The learner should vary pitch, rate, stress, phraseology, and juncture when appropriate.
2.2. The learner should participate in the planning and execution of small group discussions.		
2.2.1. The learner should participate in small group discussions expressing feelings, opinions, and ideas.	2.2.2. The learner should participate in an informal group discussion on a given topic.	2.2.3. The learner should participate in planning and carrying out a formal, structured group discussion to solve a problem.
2.3. The learner should prepare and deliver an oral presentation designed for a specific purpose according to given criteria.		
2.3.1. The learner should deliver a description of a personal experience, avoiding repetition of thoughts and ideas, distinguishing between fact and fantasy, and choosing information relevant to the topic.	2.3.2. The learner should prepare and deliver a report which contains an introduction, the body, and a conclusion, and in which, the learner uses appropriate pitch, intonation, and gesture.	2.3.3. The learner should prepare and deliver a persuasive, argumentative, extemporaneous, or interpretative speech, containing the speech conventions appropriate for that speech form.
2.4. The learner should communicate orally using standard American dialect when appropriate.		
2.4.1. The learner should use the conventions of courteous language in speech, i.e., thank you, please, excuse me, etc.	2.4.2. The learner should, given examples of each, distinguish between informal (slang) and formal English.	2.4.3. The learner should, given examples of non-standard American dialect, translate them into standard American dialect.

K-4	5-8	9-12
2.5. The learner should appreciate the value of using clear speech.		
2.5.1. The learner should choose to enunciate clearly within the learner's language experience.	2.52. The learner should choose vocabulary and structure appropriate to the listener.	2.5.3. The learner should develop thoughts and ideas logically in oral presentations, avoiding repetitions, inconsistencies and discrepancies.
2.6. The learner should be aware of the power of speech to affect human behavior.		
2.6.1. The learner should relate the content of the advertisement to the manufacturer's purpose.	2.6.2. The learner should identify those words intended by the speaker to add emotional overtones to a message.	2.6.3. The learner should identify common propaganda techniques.
2.7. The learner should recognize informal and formal discussion, logical argumentation, parliamentary procedure, and debate as means to assist in problem-solving.		
2.7.1. The learner should in a discussion use facts relevant to the topic.	2.7.2. The learner should, in a discussion, distinguish between fact, opinion, hypothesis and value judgments.	2.7.3. The learner should, to achieve a common goal, participate in discussions regulated by the rules of parliamentary procedure.
2.8. The learner should interpret real or vicarious situations, conveying meaning and emotional quality through physical and vocal expression.		
2.8.1. The learner should dramatize actions in response to a given stimulus or a given situation.	2.8.2. The learner should read orally, conveying meaning and emotion, a passage of a prose or poetry.	2.8.3. The learner should role play in a problem-solving situation.

K-4	5-8	9-12
2.9. The learner should portray physically and vocally a dramatic character.		
2.9.1. The learner should enact a character from a story heard in a class dramatization of that story.	2.9.2. The learner should portray a character in the dramatization of an ending created by the class to an open-ended story.	2.9.3. The learner should portray a character in the class dramatization of a play read by the class.
2.10. The learner should participate in theatre activities during leisure time.		
2.10.1. The learner should choose to participate in pantomines, charades, dramatizations of poems and stories, and improvisations.	2.10.2. The learner should choose, from alternatives, to attend a theatre production.	2.10.3. The learner should choose to participate in the production of a play.

READING

3. The learner should read functionally and recreationally.

K-4	5-8	9-12
3.1. The learner should use word recognition techniques such as sight words, phonetic analysis, structural analysis, and context clues to identify the printed word on the page.		
3.1.1. The learner should use word recognition techniques such as sight words, phonetic analysis, structural analysis, and context clues to identify the printed word on the page.	3.1.2. The learner should use word recognition techniques such as sight words, phonetic analysis, structural analysis, and context clues to identify the printed word on the page.	3.1.3. The learner should use word recognition techniques such as sight words, phonetic analysis, structural analysis, and context clues to identify the printed word on the page.
3.2. The learner should understand factual information in the materials read.		
3.2.1. The learner should retell the content of a passage read.	3.2.2. The learner should, given a passage and a question about a significant detail explicitly stated in the passage, identify the answer to the question.	3.2.3. The learner should identify the main idea of a passage in which the main idea is explicit.
3.3. The learner should understand implicit information that is read.		
3.3.1. The learner should, given a passage and a question whose answer must be inferred from the passage, identify the answer to the question.	3.3.2. The learner should identify the main idea of a passage from which the main idea must be inferred.	3.3.3. The learner should, given a passage and a question that requires the learner to make a conclusion or generalization on the basis of the material in the passage, identify the answer to the question.

K-4	5-8	9-12
3.4. The learner should make critical and evaluative judgments about material read.		
3.4.1. The learner should distinguish between fact and fantasy in material read.	3.4.2. The learner should, given evaluative criteria, present a review of the material read.	3.4.3. The learner should distinguish between fact and opinion in material read.
3.5. The learner should recognize stereotyping of people and groups of people in what is read.		
3.5.1. The learner should recognize that careers are not limited by sex or ethnic heritage.	3.5.2. The learner should identify bias in material read.	3.5.3. The learner should identify author bias in material read by selecting words and phrases used to persuade the reader to adopt the author's viewpoint.
3.6. The learner should choose an appropriate reading rate and method to fit the occasion, the material, and the purpose.		
3.6.1. The learner should read silently without pointing to each word or marking the place and without visible head or lip movement.	3.6.2. The learner should, given a selection and a purpose for reading that selection, choose the appropriate reading strategy.	3.6.3. The learner should, given a time limit, scan or skim a given reading slection to locate specific information.
3.7. The learner should read aloud for pleasure.		
3.7.1. The learner should read aloud attending to signals given by marks of punctuation.	3.7.2. The learner should read aloud approximating the natural flow of speech.	3.7.3. The learner should read aloud conveying meaning and emotion.

K-4	5-8	9-12
3.8. The learner should use reference materials and facilities to seek information.		
3.8.1. The learner should, given a source containing information in alphabetical order, locate items contained therein.	3.8.2. The learner should use the conventional methods of locating information in a Learning Resource Center.	3.8.3. The learner should utilize other than school materials and facilities to seek information.
3.9. The learner should experience, respond to, and evaluate works of literature.		
3.9.1. The learner should describe the physical, mental, and emotional traits of characters in a story heard.	3.9.2. The learner should interpret the mood, feeling, and tone of literature.	3.9.3. The learner should interpret the meaning and appropriateness of figurative language and literary and stylistic devices in literature.
3.10. The learner should interpret behavior of characters in literary experiences as a basis for examining and improving his/her own value system.		
3.10.1. The learner should describe those changes which a character undergoes during the course of a story.	3.10.2. The learner should relate personal experiences to those of characters in fiction in order to discover a personal value system.	3.10.3. The learner should relate literary matter to the truth of human experience.
3.11. The learner should choose to read a wide variety of printed materials.		
3.11.1. The learner should choose to read during discretionary time.	3.11.2. The learner should choose to read to expand knowledge.	3.11.3. The learner should choose to seek information to assist in problem-solving.

WRITING

4. The learner should write for a variety of purposes.

K-4	5-8	9-12
4.1. The learner should identify the audience and the purpose for writing.		
4.1.1. The learner should write brief impressions to family, to friends, and to people in the community.	4.1.2. The learner should in his/her writing distinguish between audience: oneself, peers, and others distant in time and space.	4.1.3. The learner should use problems, statements, analyses, and cause/effect relationship situations as themes for composition.
4.2. The learner should develop self-knowledge through introspective writing.		
4.2.1. The learner should write three sentences, narrating in chronological sequence a personal experience.	4.2.2. The learner should write a paragraph narrating a personal experience connecting and clarifying the sequence with transitional words.	4.2.3. The learner should write a dramatized narrative of a personal experience.
4.3. The learner should select from among a variety of styles, syntactic structures, sentence patterns, usages, and other strategies to accomplish a purpose.		
4.3.1. The learner should select from a variety of sentence forms to accomplish his/her purpose in writing.	4.3.2. The learner should select from among a variety of styles, syntactic sentences, usages, and sentence patterns those sentence & paragraph patterns which will enable him/her to accomplish his/her purpose.	4.3.3. The learner should select from among a variety of styles, syntactic structures, usages, sentence patterns, & paragraph forms those sentence, paragraph, & ultimately, theme forms which will enable him/her to accomplish his/her purpose in writing.

	K-4	5-8	9-12
4.4.	The learner should compose a variety of forms.		
4.4.1.	The learner should write sentences and paragraphs in variation.	4.4.2. The learner should write sentences and paragraphs in variation and description.	4.4.3. The learner should write sentences and paragraphs in narration, description, and exposition.
4.5.	The learner should write standard English with consistent spelling, punctuation, capitalization and usage.		
4.5.1.	The learner should recognize the appropriate conventions in writing: punctuation, capitalization, spelling, usage, and handwriting.	4.5.2. The learner should recognize the need to compensate through syntax, structure, and mechanics in writing for stress, juncture, pitch, and non-verbal behavior.	4.5.3. The learner should write standard English with correct spelling, punctuation, capitalization and usage consistent with his/her language experience.
4.6.	The learner should write to communciate in a vocational situation.		
4.6.1.	The learner should write letters to obtain information about careers.	4.6.2. The learner should write business letters with established and appropriate conventions in writing: punctuation, capitalization, spelling, usage, handwriting, manuscript or type form.	4.6.3. The learner should write vocational applications and resumes.
4.7.	The learner should choose writing as a means of expression.		
4.7.1.	The learner should choose to write to communicate with friends and family.	4.7.2. The learner should choose to write in a variety of literary forms to express his/her ideas and emotions.	4.7.3. The learner should choose to write in a variety of literary forms to universalize his/her ideas and emotions.

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